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## Monitor Newsletter May 22, 1979

Bowling Green State University

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# Monitor

Bowling Green State University

Volume 2 Number 15 May 22, 1979

## Board of Trustees

# President urges setting of University goals

Approval of the University's educational budget for the coming year has been delayed until the June 9 meeting of the Board of Trustees. The operating budget usually receives trustee approval in May.

President Moore told the trustees Thursday that the final provisions of Amended Substitute House Bill 204 (state appropriations for higher education) have not yet been determined. The bill is now under consideration by the Senate and will probably require a conference committee following Senate action.

The president did say, however, that he had approved, following a recommendation from Provost Ferrari, a distribution of the \$1,680,000 available for salary and related retirement benefit increases. He told the trustees that 80 percent of the funds will be distributed to departments for "across the board" percentage increases to all continuing, competent, professional staff and faculty. The remaining 20 percent will be allotted to academic departments and other units for distribution according to ac-

cepted criteria for recognition of special meritorious service during 1978-79.

"The provost also has recommended that in order to provide greater predictability in future salary planning at departmental, collegial and University levels, every effort will be made to continue as a general guide that no less than 20 percent of the future salary increment pool will be allotted for merit determinations," Dr. Moore said.

He told the trustees that final salary recommendations would be available for their approval at the June 9 meeting.

In other remarks to the Board, Dr. Moore called for an enunciation of the goals and mission for the University in the 1980s.

"The well-publicized national decline in number of students as well as our present state of development at Bowling Green dispose us toward such an undertaking," he said.

Dr. Moore said he hoped that the opening of school convocations in the fall would focus on goals and mission of the University. He added it is his hope that as the question of goals is approached, it will be with a concentration on educational values and an avoidance of obsession with questions of finance.

## Employee representation

In response to petitions at the April 19 Board meeting by members of the Ohio Association of Public School Employees and the Ohio Civil Service Employees Association, President Moore asked the trustees to formally and systematically test the current sentiment for an election.

He recommended to the Board that a two-stage process be implemented to resolve the representation question. The first stage will be for a showing of current interest, and if sufficient interest is demonstrated, the second stage will be an election.

In order to determine whether sufficient interest in an election exists on behalf of the classified employees, the administration will develop a procedure for assessing and verifying a current showing of interest by a labor organization on behalf of not less than 30 percent of eligible employees.

Dr. Moore defined eligible employees as non-supervisory, Civil Service personnel in the classifications now utilized by the University. Students, casual and temporary, probationary, managerial, confidential, professional, technical and administrative employees would not be eligible.

Labor organizations wishing to participate will have until June 18

to demonstrate employee interest in an election. If the deadline is not met, no other requests for an election by any labor organization will be entertained for two years.

## Academic Honesty Code

The trustees approved recommended amendments to the Academic Honesty Code, introducing two amendments of their own.

The trustees increased the maximum penalty for stealing, duplicating or selling examinations or examination books from dismissal for three years and institution of civil proceedings to expulsion and institution of civil proceedings. They also clarified the examinations as ones to be given, rather than tests which already have been administered.

The changes recommended by the Academic Honesty Committee and approved by Faculty Senate included addition of a penalty for plagiarism by graduate students which carries a minimum penalty of suspension for two quarters and a maximum penalty of expulsion.

The approved amendments also allow students charged with offenses which carry penalties for suspension, dismissal or expulsion the opportunity for a hearing with the dean of the college involved.

Another amendment sets the statute of limitations on prosecution for violations of academic honesty at one calendar year from the date of graduation of the person involved. Cases involving graduate theses or dissertations are exempt from the statute.

## Budgets adopted

The Board approved general fee and related auxiliary budgets

totaling \$6,183,405. Of that amount, \$4,203,806 will come from the general fee allocation and \$1,979,599 from other sources.

## Fees raised

The graduate instructional fee was raised \$20 per quarter for full-time students and \$2 per quarter hour for part-time students. Non-resident surcharges were also raised \$25 for full-time students and \$2 per quarter hour for part-time students.

General fees were raised \$2 per quarter for the main campus and \$5 for the Firelands campus.

## Name change

The trustees approved renaming the Frank C. Ogg Science Library to the Frank C. Ogg Science and Health Library. Dwight Burlingame, dean of libraries, recommended the change for more appropriate designation of the facility, which supports the fields of health as well as the sciences.

In other business, the trustees elected Albert Dyckes president of the Board for the coming year. Norman Rood was elected vice president and Richard Edwards, University vice president, was re-elected secretary.

## Inside: Education

This issue of Monitor includes a four-page insert, an "Update" on the College of Education.

All material for the insert was prepared by Marilyn Braatz, information writer for the College.

The last issue of Monitor for the 1978-79 academic year will be published June 4. Deadline for submitting articles for publication is Tuesday, May 29.

## Baldwin named 'distinguished visiting professor'

James Baldwin, internationally-acclaimed author will be a Distinguished Visiting Professor of Ethnic Studies next fall.

Baldwin will teach an undergraduate and a graduate course fall quarter. Also, it is expected that he will return to the campus to teach one quarter each academic year.

"The appointment is one we prize very much," Provost Ferrari said. "We are enormously pleased and we hope this will be a continuing relationship we have with him. For the University, I think it is a mark of distinction to have a person of his caliber here."

Ernest Champion, ethnic studies, who was instrumental in bringing Baldwin to Bowling Green, said, "I think it is one of the best things to ever happen to the University and the (ethnic studies) program."

Baldwin first came to Bowling Green two years ago when he spent two days on campus. During those two days, he attended a campus-produced dramatization of excerpts from his works, talked to classes and lectured.

Last year, Baldwin returned to campus as writer-in-residence during the month of May and team-taught an undergraduate and graduate course.



**DINNER OF HONOR**—Faculty and staff who will retire at the close of this academic year were the honored guests at a banquet May 10 in the Alumni Center. The banquet was planned by the retired faculty and staff group which organized in 1977 and the University Alumni Association. Agnes Hooley, professor emerita of physical education and recreation, chaired the event.



EDITH ANDREWS

## Edith Andrews among retiring faculty, staff

Edith Warner Andrews, education, ended a University career of six years when she retired at the end of fall quarter.

Dr. Andrews was inadvertently omitted from the list of retiring faculty and staff published in the May 7 issue of "Monitor."

She joined the faculty in 1973 as chair of the home economics department. More recently, Dr. Andrews was involved in administrative work in the College of Education.

## John LaTourette accepts position at Northern Illinois

John E. LaTourette, dean of the Graduate College and vice provost for research services, has resigned his position, effective July 31.

Dr. LaTourette has accepted a post as provost and vice president at Northern Illinois University in DeKalb.

He came to Bowling Green in 1976, succeeding Charles A. Leone as graduate dean. He previously had been provost for graduate studies and research and professor of economics at the State University of New York in Binghamton.

## Dr. Facione named dean at California State University

Peter A. Facione, director of the University Division of General Studies, has been named dean of the School of Human Development and Community Service at California State University, Fullerton, effective July 1.

Dr. Facione also will have the rank of professor of education and philosophy in his new position.

He has been in his present position at Bowling Green since 1977 and before that was chair of the philosophy department for five years.

### Monitor

Monitor is published every two weeks during the academic year for faculty and staff of Bowling Green State University.

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# Film journal grows in readership, scope

Money they earned from teaching an overload schedule launched Michael T. Marsden and John G. Nachbar, popular culture, on a journal-editing career.

The two, with the help of former faculty member Samuel Grogg, invested their extra teaching income to publish the first edition of "The Journal of Popular Film" in January, 1972. The publication has been issued four times annually ever since and has remained self-supporting.

The most recent issue, however, represents an expansion. The journal now includes articles on both film and television and appropriately has been renamed "The Journal of Popular Film and Television."

Dr. Marsden said there were two factors which contributed to the expansion of the publication.

"Film and television are interrelated," he said. "Television studies are today what film studies were 20 years ago."

Dr. Nachbar pointed out that rising publishing costs also were considered in the expansion. "By including television studies, we will be able to expand our readership," he said.

The journal currently circulates to about 2,000 people. Two-thirds of the copies are sold by subscription; one-third on the newsstand.

The two editors devote from 10-15 hours per week to the publication. "We review from 200-300 manuscripts a year," Dr. Marsden said, adding that only 10 percent of those are published. Two University faculty and several alumni have been among the scholars whose works have been

included in the journal.

Ralph Wolfe, English, is review editor of the journal and devotes about 10 hours per week to compiling materials for the "Review" section of the journal. The section includes reviews of TV-film-related publications.

Donna Brauer, a student at the University, is an assistant to the editors.

Dr. Marsden said the journal is designed to encourage cultural study of film and television.

Articles concentrate upon stars, directors, producers, studios, networks, genres, series, the audience and on theory and criticism. Most similar publications look at film as an art form, he said.

The journal has been ranked among the top 10 popular culture periodicals in the country. Many of the articles have been republished in book form, according to Dr. Marsden, who said the authors "test audience response" to their material in the journal.

Dr. Marsden and Dr. Nachbar have just completed a book which is a collection of essays from the journal. The book, "Movies and America: Cultural Approaches to Popular Film," will be published by Nelson Hall.

The editors also have established a special Gish Award which is given to the author of the best piece of film history printed in the journal during the year.

The award, named for actresses Lillian and Dorothy Gish, is presented annually by Lillian Gish. The second annual presentation was made in February to Thomas H. Pauly, University of Delaware.

## Grants to be awarded for grad study abroad

Competition opened May 1 for grants for graduate study or research abroad in academic fields and for professional training in the creative and performing arts. The grants are awarded to graduate students or undergraduates who will receive a degree before September, 1980.

The purpose of the grants, provided under terms of the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act), is to increase mutual understanding among countries through exchange of scholars.

According to Ronald J. Etzel, director of research services, approximately 500 awards to 50 countries will be available for the 1980-81 academic year.

Selection is based upon the academic and/or professional record of the applicant, the validity and feasibility of the proposed study plan, the applicant's language preparation and personal qualifications. Preference is given to candidates who have not had prior opportunity for extended study or residence abroad.

Christopher Ford, a graduate student in the College of Musical Arts, received a Fulbright grant for the 1979-80 academic year. He will study in France. According to Etzel, Bowling Green has had at least one grant recipient in each of the last four years.

Further information about qualifications for the grant program and application materials

may be obtained from Etzel, Fulbright program adviser, at the research services office in McFall Center.

Deadline for submission of applications to Etzel is Oct. 19, 1979.

## Firelands banquet set

The Firelands College has scheduled its 10th annual Recognition Banquet on Friday, June 1.

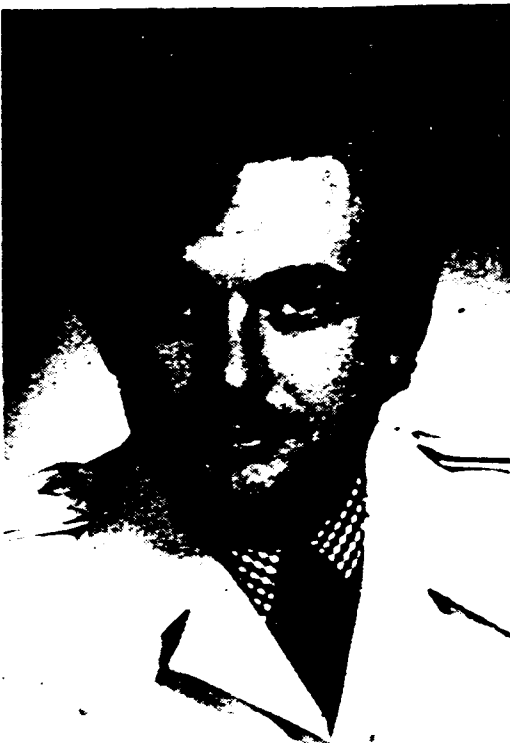
The banquet will begin at 7 p.m. at the Twine House in Huron. Reservations must be made no later than Friday, May 25.

## University Professor to deliver lecture

Janis L. Pallister, romance languages, will present a public lecture and receive the University Professor Award at 8 p.m. Thursday, May 24, in the Alumni Room of the Union.

Dr. Pallister was named a University Professor by the Board of Trustees in January. President Moore will present her with a certificate in recognition of the honor at the Thursday lecture.

"The Aesthetics of Anger: African Poetry Today" is the title of the lecture which Dr. Pallister will present at her award ceremony.



MAURICE SEVIGNY

## Dissertation earns national recognition

Maurice J. Sevigny, chair of the art education division, has won the 1979 Award for Excellence in Dissertation Research, presented by the editorial board of the "Review of Research in Visual Arts Education" in conjunction with the National Art Education Association's Seminar for Research in Arts Education.

Dr. Sevigny received the award during ceremonies April 16 at the National Art Education Conference in San Francisco.

The national award recognizes the research and dissertation report which made the most substantial contribution to research in visual arts education for 1977-78.

Of the 89 persons nominated for the award, Dr. Sevigny was the unanimous choice of the eight-member panel of judges.

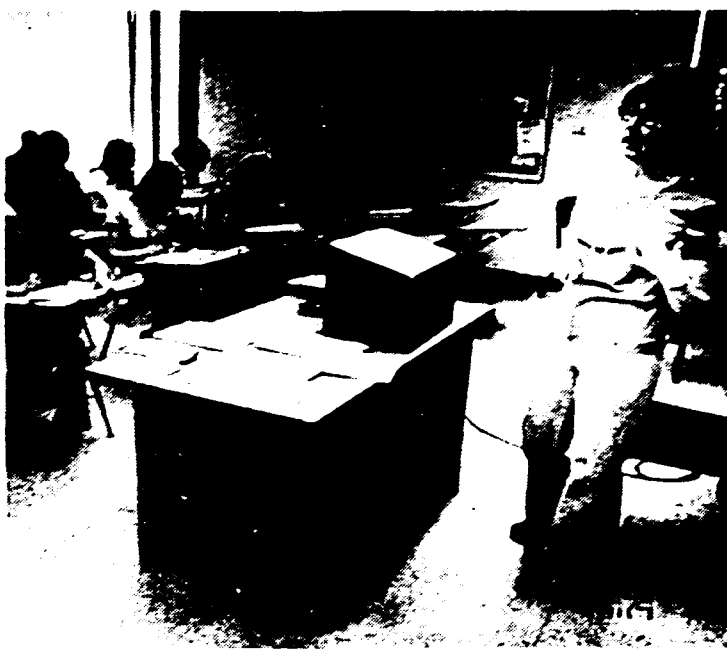
## Dr. Friedman receives fellowship to write book

Lawrence J. Friedman, history, has been awarded a full 12-month fellowship from the National Endowment for the Humanities.

The year's leave, which will begin in September, 1979, will be used by Dr. Friedman to complete a book on the antebellum American abolitionists and their legacy. Dr. Friedman has titled the book, "A World in Ourselves and in Each Other: Power, Sanctuary and Transformation in Antebellum American Abolitionism."

The fellowship, which will total \$20,000, represents the maximum stipend presented by the NEH. This year the awards were granted to only one of seven applicants.





# Education: A changing world

College of Education, 1979

Bowling Green State University

## Mainstreaming may revolutionize education

Public Law 194-42 and Ohio House Bill 455 may be the keys to predicting the education trends of the future according to David G. Elsass, dean of the College of Education.

"The mandate, from both federal and state levels of government, is that each person, regardless of physical or mental handicap, should be placed in an educational environment least restrictive of that handicap," he explained.

The procedure is most commonly known as "mainstreaming," and Dean Elsass claims its implementation could have far-reaching effects on education in general.

"The impact of those laws is still uncertain," he said. "The schools are just now beginning to respond to them."

"To provide education for the handicapped, the schools need to recognize the individual differences among these students and develop an individual educational plan befitting those differences," he explained.

The dean said that educational pattern could signal the beginning of a new democratic philosophy of education.

"If these individual education programs are being planned for handicapped children, I can foresee a clamor among parents, demanding the same individualized attention for all children," he said.

"It could have a revolutionary effect on education," he added. "It would probably require more

personnel and our educators in the public schools would have to become more specialized."

Dean Elsass said the individualized approach to education would require specialized personnel to diagnose the potential of a student, while others might specialize in prescribing appropriate educational programs for each pupil.

More education specialists might be needed to develop and carry out those programs, while still others would be responsible for pupil progress and program assessment.

"I can see a real specialized team approach in future schools," he said, "even though it would drastically change the roles of educational personnel in our

elementary and secondary schools."

Whether Dean Elsass's vision of the future becomes a reality depends on the extent of the commitment made by the government and society in behalf of the handicapped.

"Is our country that greatly committed to making education a universal right—to including those previously excluded from the public education sector?" he asked. "And are they willing to follow through by digging deep enough to pay for it?"

"If so, it becomes the task of the teacher-training colleges to adequately prepare entering teachers and provide opportunities for the re-training of current teachers in the schools."

"It will be a challenge to our whole educational system," he said. "The mainstreaming mandate could lead us to implement a total philosophical and professional approach based on individual potentialities and individual needs."

Dean Elsass is one of five heads of teacher-training institutions serving on a Task Force for Personnel Preparation for Special Education. The task force was appointed by Franklin B. Walter, state superintendent of public instruction, as an advisory group.

Bowling Green's College of Education recently received an \$8,200 grant to review and revise its preparation programs so that all new teachers are aware of the mainstreaming mandates.

## Course attacks discipline issues

In response to the demands of teachers in the field, teacher education students, and the concerned public in general, the College of Education offers two courses designed to show teachers and future teachers how to maintain discipline in their classrooms.

Leslie Chamberlin, educational administration and supervision, prepared the material and is the instructor of both EDAS 413, "The Administration of School Discipline and Student Behavior," and its graduate level counterpart, EDAS 513, "Administration of School Discipline Strategies and

Techniques."

He maintains that classroom discipline problems result from many factors, including different lifestyles, society's changing expectations regarding today's schools, and a lack of preparation on the part of teachers.

"Our education graduates are extremely well-prepared in their teaching fields," he explained. "They're practically experts in mathematics, history, music or whatever field they are trained to teach. However, they haven't been given the opportunity to learn how to live and work with boys and girls."

"Today's teacher must not only present information in his or her subject area, but must also be able to help students learn to socialize," Dr. Chamberlin said.

Learning to socialize was a skill once taught in the home, but Dr. Chamberlin notes that today's parents don't seem to have as much time to spend with their children. The children, however, spend as much as 35 hours per week watching television, which he described as an "isolating activity."

"Television has created a generation of well-informed youngsters, but it has also robbed them of much socializing time," he said. "The youngsters don't get enough practice in the art of getting along with other people. So, the kids are bright, but they are not self-disciplined. The teacher is expected to develop in them the necessary self-control."

According to the Gallup Polls, discipline is considered the biggest problem in the school

today. "Lack of discipline" ranked first in all but one such poll during the last decade, Dr. Chamberlin said. He added that many new teacher graduates will resign or be fired from their jobs within the first few years because of their inability to control their classroom.

"What our teacher education students need to understand is that they are not simply going to stand in front of a classroom and dispense information," he continued. "The teacher is expected to motivate those students to learn, in spite of the fact that many students are unwilling clients and don't even want to be in school."

And how does a teacher manage to motivate students and maintain discipline at the same time?

"It's no easy ball game," Dr. Chamberlin admitted. "But the most important thing is to have a positive attitude. The teacher must believe that the students are worthy, capable, able and deserving of support. And, if the students perceive this, if they think you are truly interested in them, and if you have something worthwhile to say, they will feel the same way about you—that you are worthy, capable, able and deserving of their support."

Dr. Chamberlin points out that the process of developing and maintaining such a supportive climate and understanding between teacher and student is not an automatic one. It requires planned strategy, practiced behaviors and specific techniques on the part of the teacher, and this is where his courses can be of immeasurable help to practicing and future teachers.



**LOOK AT THE PAST**—Full-color postcards featuring this view of the Educational Memorabilia Center are now available at the University Bookstore. An extensive memorabilia collection is maintained by the College of Education and many of the educational artifacts are on display in this century-old, one-room schoolhouse which was moved to the campus from Norwalk in 1976. Old pupils' desks, a wood burning stove and several sets of McGuffey's Readers help provide an authentic schoolroom setting. The Center is open 2-5 p.m. Saturdays and Sundays, or by appointment.

# HPE chair supports coach certification

A drive to require certification of coaches in Ohio high schools is being spearheaded in part by Terry Parsons, chair of health and physical education.

Dr. Parsons, a member of the Ohio College Directors of Physical Education, was appointed head of that group's certification movement last spring, but he noted that the organization's original resolution favoring such certification was adopted in 1958.

Under Dr. Parsons direction, however, a voluntary certification program has been adopted, and Bowling Green has been designated as the headquarters for certificate distribution.

The Interscholastic Coaching Certificate is awarded to present and future coaches in Ohio secondary schools after completion of a 15-semester hour program.

The prescribed curriculum includes courses in coaching ethics and practices, athletic administration, medical aspects of sports activities (including first aid), scientific bases for coaching, and theory and practice of coaching.

The program of study and the certification of interscholastic coaches in Ohio is supported by the Ohio Association for Health, Physical Education and Recreation, the Ohio High School Athletic Association and the Ohio State Medical Association, as well as the Ohio College Directors of Physical Education.

"We are encouraged by the support of these groups, but we ran into a dead end with the superintendents (Buckeye Association of School Administrators)," Dr. Parsons said. "Their problem is that they are already having difficulty filling coaching vacancies. Interscholastic athletic programs are growing, due to the increase in girls' sports activities, and at the same time an increasing number of athletic coaches are resigning their supplemental coaching contracts but continuing in their tenured teaching positions."

Dr. Parsons noted that the only means of quality control currently in effect in Ohio is a regulation of the Ohio High School Athletic Association limiting acceptance of coaching responsibilities to those

certificated teachers who are in contact with learners a minimum of three class periods per day.

"And the commissioner of the Association has deemed it necessary to waive—on an individual case basis—even that regulation," he added.

Nonetheless, Dr. Parsons and his committee hope that coach certification will become a reality and have initiated a three-step plan to require certification.

The voluntary program is the first of those steps. Teacher-training colleges and universities may request the certificates for their students who successfully complete the prescribed series of courses.

Dr. Parsons said the certificates were first made available during the 1978 summer session and estimated that approximately 200 will have been awarded by the end of the 1978-79 academic year.

Once the certificates become more widely used across the state, Dr. Parsons and his committee feel their plan of action will progress to step two.

"When enough graduates have them, their value will be noticed," Dr. Parsons said. "Certificated coaches will be better coaches, and practicing teachers will want to come back to campus during the summers and get the same program and the certificate."

The third and final step will be making the Interscholastic Coaching Certificate a requirement by law. Certification is mandatory now in 15 states.

Dr. Parsons said the certification move is "the professional responsibility of all coaches, for the betterment of our profession, but far more importantly, it is for the ultimate welfare of the 250,000 male and female athletes who participate in interscholastic teams in Ohio."

At Bowling Green, the certificates are awarded to students who successfully complete the athletic coaching and training minor. The program has a 33 quarter-hour curriculum and is one of only a few established major or minor programs in the field nationwide.

Don Purvis coordinates the program for the HPE department and Sue Hager for the PER department.



**TEACHING DEMONSTRATION**--Bette Logsdon, physical education and recreation, conducts a class with third graders at Lincoln School in Toledo, while teacher education students observe her techniques and student reactions. Dr. Logsdon and her Bowling Green students are involved in a pilot program designed to show similarities and differences among elementary school children in an urban setting.

## PER methods tested in center-city school

Students in an elementary physical education class are gaining field experience in a center-city Toledo school through a pilot program designed to show prospective teachers the similarities and differences among elementary school children in an urban setting.

The program was proposed by Bette Logsdon and Sally Sakola. The class, originally intended for 25 students, has attracted 30.

"We wanted to provide our elementary physical education majors with experience in urban schools," Dr. Logsdon explained. "Our current enrollment consists of these majors, but it is the kind of class that would benefit other teacher education students as well."

In addition to weekly seminars with Dr. Logsdon and Sakola, the group spends eight days at Lincoln Elementary School in Toledo, observing and assisting with special morning physical education classes for first, third and sixth grade pupils.

"One of the things we wanted to do with the project was to test the success of our particular instructional approach with urban students," Logsdon said.

"At Bowling Green, the elementary physical education courses stress the movement approach," she explained. "We also recognize the child as a decision-maker, and believe it is

the responsibility of the educator to help him make reasonable, wise choices."

As an example of this approach, Dr. Logsdon said that a physical education teacher using traditional methods might tell her pupils to "turn cartwheels," while a teacher using the movement approach would ask the class members to "support your body weight on your hands and put your feet up in the air."

"The latter approach is an attempt to develop a variety of movement concepts which can add depth and breadth to the program," Dr. Logsdon said. "The student does not necessarily have to turn cartwheels. He can perform in whatever manner his imagination and skill level permit."

"The idea is to give the child reins," Sakola explained. "This method is more difficult to teach because the teacher is busier, and is continually involved in the learning process, too. Because it is a more open method, some people say you cannot teach that way in an urban school."

However, after three sessions with the youngsters at Lincoln School, both Dr. Logsdon and Sakola argue that the movement approach can be just as successful in an urban setting as it is in any other school.

Each Friday morning, the class of 30 students travels to Lincoln School. One-third of the class assists Dr. Logsdon and Sakola with teaching on the gymnasium floor. Half the remaining students observe the instructors, while the other half observe the pupils and their reactions to the class activities. The three groups rotate throughout the morning.

Both Dr. Logsdon and Sakola regard the program as an enriching learning experience for themselves.

"So far, we're ecstatic about the success of this program," Dr. Logsdon said. "It's just a shame that we are the only two faculty members who are enjoying the experience."

Prior to taking their class to Lincoln School, Dr. Logsdon and Sakola shared their plans with the school principal and Toledo's health and physical education director. They also traveled to Lincoln School to work with the children and establish a rapport with them before bringing the University students in for field experiences.

University students also were oriented through several seminar sessions on campus before their first trip to Lincoln School.

## Dr. Burke brings 'mastery learning' to University

The Mastery Learning Strategy, first publicized by University of Chicago educator Benjamin Bloom and his associate John B. Carroll in the 1960's, has found its way to Bowling Green with Richard Burke, educational foundations and inquiry.

Although Dr. Burke is not the only Bowling Green faculty member who uses the mastery learning approach, he is probably its most zealous supporter and uses the technique in virtually all of his classes.

"Bloom's development of this approach represents the closest thing I can think of to a revolution in education," he said. "Teachers who use this system are not so concerned with grades and finding out who is better, but rather in helping every person in the class learn everything he can."

The mastery learning strategy uses frequent testing to determine students' progress. If the student does not pass the initial test on a

specific unit, he continues working on the unit.

"The mastery approach does not make use of grades in the manner of the traditional bell curve," Dr. Burke explained. "Since all students may eventually master the material, grade distributions may be atypical."

However, since Bowling Green and most other educational institutions require grades as a means of measuring a student's performance, Dr. Burke modifies the mastery approach.

"The grades are based on a straight percentage of correct answers on the tests," he said. "Ninety is an A, 80 is a B, and so on. The difference is that I try to get as many 90s as possible, and I do everything I can instructionally to help the students achieve that score."

In a typical class taught by Dr. Burke, students prepare by reading one chapter of the text and attend four hours of instruction each

week, including a lecture and a film. The students are paired for cognitive processing or quizzing each other on the material.

When the students feel they are ready, they attempt what Dr. Burke calls a formative test of the material covered. The test is diagnostic, and there is no penalty for errors. Each student receives his scored test along with a feedback sheet explaining why his answers are wrong.

After additional lectures, class discussions and other learning techniques, students are given a summative test based on the same material and it is this test which becomes the basis for the student's grade.

Dr. Burke teaches a number of professional courses for teacher-education majors and is hoping that his students, by experiencing the mastery learning approach, will use it to some extent in their own classrooms when they graduate and work in the field.



# Home economics

## 'Phenomenal growth' likely to continue

The nearly 1,000 graduate and undergraduate students who call the Home Economics Building their academic home go by many different names.

Some are future nutritionists, dietitians and food scientists. Others are fashion merchandising majors or are on their way to becoming textile experts. Several will be restaurant managers and others will become family specialists in neighborhood mental health clinics.

Fewer than 200 of those students are preparing for careers as home economics teachers, which was the major thrust of the department when it was created.

"Home economics is so much more diverse today," explained Ronald Russell, chair of the department. "It is an interdisciplinary field of study that is concerned with the relationship of an individual to his family and his environment—and that includes a lot of territory."

One clue to the interdisciplinary nature of the department is its relationship to three colleges at Bowling Green. Although officially "housed" in the College of Education, the department also offers major programs in the College of Arts and Sciences and the College of Health and Community Services.

"We also act as a supporting agency to other programs by offering a number of special courses for majors in gerontology, physical education and nursing," Dr. Russell pointed out.

What's more, the department is currently exploring a proposal to offer a minor for journalism majors who want to pursue careers as writers and editors in the areas of foods, fashion and family living.

"We've experienced enormous growth," Dr. Russell said, "and it is this growth, along with the demands of business, education and industry, that has caused us to write new programs and become more specialized in our curriculum."

Enrollment in the home economics department has more than doubled during the past decade. Ten years ago, the department offered its 346 majors three programs in the areas of home economics education,



**NOT WHAT IT SEEMS**—The home economics department has outgrown this building, constructed in 1957. Diversification of the field in recent years is cited by department chair Ronald Russell as the reason for the growth. The building presently houses fewer than one-third of the department faculty. Home economics courses also must be conducted in various buildings on campus.

textiles and clothing, and food science and nutrition.

Now, with 12 major programs, 897 students and 32 faculty members, it's obvious the three-story building next to McFall Center is not the only place to find home economics majors today.

In fact, the department has overflowed into three other campus buildings and is looking for more space to locate some newly-acquired drafting tables.

"Our laboratory facilities are terribly inadequate," Dr. Russell said. "The drafting tables are for use by our interior design students, but they must be housed in a different building. Currently, interior design students are using the tables in the geography map room in Hayes Hall or the facilities in the School of Technology when they are available."

Only eight of the 32 department faculty members have offices in the Home Economics Building. Others are located in Shatzel Hall, Johnston Hall, Williams Hall and the Technology Building.

Why this phenomenal growth?

"It's a national trend," Dr. Russell explained. "And it's caused by a number of different factors."

"More and more women are working outside the home, and more and more families are eating outside of the home," he said.

"This trend led to the creation of our restaurant management program."

Dr. Russell noted that graduates of this program are being placed in jobs with salaries of up to \$15,000 and routinely earn \$20 -25,000 after three to five years of experience.

He pointed to the increasing popularity of Parent Effectiveness Training (PET) programs, the development of mental health centers with emphasis on family therapy, and individual counseling as other factors that have resulted in increased demands for home economics graduates, particularly those trained in family studies.

The development of more and more day care centers and statewide proposals regarding certification for preschool teachers caused the home economics department to work with the departments of special education and educational curriculum and instruction in establishing a program in early childhood education in 1974. A proposal for an interdisciplinary master's program in that area is currently under consideration.

Dr. Russell said he expects the growth of his department to continue and predicted that within four years it will become a School of Home Economics.

## Proposed preschool program crosses college lines

The College of Education has given its stamp of approval to a proposed graduate program in early childhood education.

According to Rosalind Charlesworth, educational foundations and inquiry, the proposed advanced degree program could be operational by fall, 1980, if it is approved by the University's Graduate Council and the Ohio Board of Regents.

Recognizing the "whole child" approach to be necessary in the early years, the proposed program was developed as an interdisciplinary one, involving faculty and courses from the departments of EDFI, EDCE, home economics and special education in the College of Education, and psychology, sociology and speech in the College of Arts and Sciences.

The proposal for a graduate program in the field comes close on the heels of Bowling Green's undergraduate program in early childhood education, which was begun in 1974.

According to Dr. Charlesworth, the impetus for development of early childhood programs at Bowling Green and across the country was the Head Start program.

"Head Start developed some extended program models into the primary grades that created an increased awareness of the need to view preschool, kindergarten and primary as a continuous developmental period, rather than as three separate chunks in a child's life," she said.

With the increasingly widespread use of day care centers for preschool children, Dr. Charlesworth and other proponents of early childhood education have become concerned about the need for specially trained personnel in early childhood classrooms.

"There is a feeling among many people that the younger the child, the less adequate and less well-trained the teacher need be," she said.

She noted that, for this reason, there is a movement to require certification for preschool teachers in Ohio in order to provide better trained staff for the youngest early education consumers.

Deanna J. Radeloff, home economics, is one of the leaders of that movement.

"Certification will become a reality. I have no doubt about that," Dr. Radeloff said. "But progress is slow."

Dr. Radeloff said that more than half the states in the country now require certification for prekindergarten teachers (four-year-olds).

"One of the problems in seeking certification in Ohio is a split among early childhood educators as to the age group for which we are working," she added.

"Some say early childhood education begins at birth, while others claim it should start at ages two, three or four. We need to resolve what we are asking the state to certify teachers for," she said.

Dr. Charlesworth noted that the federal government has already developed a national credential in the field, called the Child Development Associate, issued out of the Office of Child Development of the Department of Health, Education and Welfare.

## Dr. Kim to study longevity and diet

Unlike the Pied Piper of Hamelin, Sooja Kim, home economics, doesn't know much about rats. But her proposed study of the aging process in humans and how it is affected by different types of proteins requires the use of live subjects under controlled conditions.

Rats are the animals generally used in such research programs. Dr. Kim will be ordering 60 albino rats for her study and has spent a great deal of time in the animal laboratories of the Psychology Building and at the Medical College of Ohio learning to handle the animals.

Dr. Kim's rats will not arrive on the campus until fall, but she has been orienting herself to similar animals under the guidance of Jaak Panksepp, psychology, in preparation for her protein study.

"The rats which I am purchasing will represent a variety of age populations," Dr. Kim explained. The animals will be fed different types of protein diets and she will

monitor how the diets are metabolized in terms of growth, analysis of blood, organs, tissues and excretus.

"Some people have theorized that animal proteins tend to shorten the life span and that those who are vegetarians live longer," Dr. Kim explained, noting that the large number of centenarians living in Hunza in West Pakistan and tribes in Ecuador have claimed their long life is due to a vegetarian diet.

"In addition, animal proteins are becoming more expensive and more scarce," Dr. Kim said. "We really need to know if they are all that beneficial."

Dr. Kim plans to feed her rats three different types of diets. One group will receive a diet high in animal proteins, including beef and meat products, poultry and eggs. A second group will have a diet of vegetable proteins, while the third group will be given a diet consisting of half animal and half vegetable proteins.

This particular study will span six to eight months, but Dr. Kim plans to continue her research.

"Knowledge of the aging process is so limited, and mostly cross-sectional," she said. "Rats have a life span of three to five years, so if I have the opportunity to do a long-range study, I would want to work on it for two to three years, and we would have to have at least 200 to 300 rats."

In another of her nutrition-related projects, Dr. Kim and graduate assistant Diane Holme are developing a nutrition education curriculum for a nursing home staff. A pilot program using this curriculum is being used now at the Wood County Nursing Home.

Through in-service classes, Holme is teaching nursing home personnel the value of good nutrition, hoping that they, in turn, will be able to influence the residents of the home to improve their food intake.



VERIFICATION TEAM PERUSES FINDINGS

## College commended for redesign efforts

A team of seven educators, representing the State Department of Education, spent two days on the Bowling Green campus recently to verify the College of Education's progress regarding compliance with the new "Standards for Colleges or Universities Preparing Teachers," and to check its adherence to current standards.

The verification team, chaired by Roger Iddings, dean of the College of Education at Wright State University, compiled its findings in a progress report, which was submitted to Dean Elsass and his staff during an exit interview on May 10.

In its report, the team commended the College for its efforts to provide continuous field experiences as an integral part of the teacher education curriculum and noted that, as a result of a series of contacts with undergraduate students in various teacher education programs, students were found to be enthusiastic and complimentary of their preparation programs and College of Education student services.

Progress made in upgrading the curriculum materials library was also noted in the report.

Team members listed a number of suggestions for improvement, including more precisely communicated university and college expectations for faculty promotion and tenure.

Arrangements for the two-day visit by the verification team were

made by Patricia Mills, assistant dean and coordinator of the college's teacher education redesign efforts.

Team members interviewed key people among College faculty and administrators and reviewed faculty vita sheets to verify that faculty standards comply with those outlined in the new state standards.

Dr. Mills said the verification visit was the last state department visit to the campus before July, 1980, when the new state standards take effect.

"We will be visited by an evaluation team for a more intensive investigation after that date, but we don't know when that will be," she said. "All 51 teacher-training institutions in the state will have to be evaluated after the compliance date, and that could take three to five years to accomplish."

Team members, in addition to Dr. Iddings, were John F. Cunningham, director of instruction for the Mansfield City Schools; Barbara Matthews, curriculum specialist with the Akron Public Schools; Roman J. Schweikert, chair of the department of education at Xavier University; John D. Jolliff, teacher at Chamberlin Hill Elementary School, Findlay, and Barbara Tea, director of field experience at Wright State University, Dayton.

Tom Lasley, consultant with the Ohio Department of Education, accompanied the group.

## 'Core' encompasses 11 content areas

A group of eight courses, totaling 27 quarter hours of credit, has been approved as the College's professional core in continuing efforts to meet new state standards for teacher education.

The core includes four newly-designed courses. The entire core will be offered to education majors during the 1979-80 academic year, although the new courses will not actually be required at that time.

"Bowling Green students follow the requirements outlined in the University bulletin which was in effect when they entered as freshmen," Patricia Mills, assistant dean, explained. "The new requirements will be published in the 1980-81 bulletin."

The core courses were selected to educate future teachers in 11 content areas, outlined by a College redesign task force.

Instruction is required in areas such as the nature of the learner and the learning process, teaching of reading, multi-cultural education, utilization of instructional media, school organization and classroom management.

"These are areas which were identified as needful in the education of any teacher, regardless of area of specialization," Dr. Mills explained.

The four existing courses in Bowling Green's professional core include Educational Psychology (EDFI 302), Assessment and Evaluation in Education (EDFI 402), Education in a Pluralistic Society (EDFI 408) and the Organization and

Administration of Education in American Society (EDAS 409). All were revised or modified in the development of the professional core group.

The three courses which will be offered for the first time next fall include Basic Educational Media (LEM 301), Content Reading for Specialized Subject Areas (EDCI 360) and the Exceptional Child in the Regular Classroom (EDSE 311).

The new courses were designed by the faculty in their respective departments and were approved by the College's Program Council, the dean and the provost.

"It has been a long and involved process that began nearly 18 months ago," Dr. Mills said. "The revised professional core will strengthen our teacher education curriculum. Therefore, we are encouraging students to enroll in the new courses, even though they are not yet a part of their required program."

Dr. Mills noted that although the basic competencies addressed in the core courses are viewed as a necessity for all teacher-education students, some alternative approaches for providing these competencies may be approved in specific areas of study.

Curriculum descriptions, indicating the complete course of study for each teaching field, are now undergoing review by the Program Council so that teacher education students entering in 1980-81 will be enrolled in the full sequence of the redesigned curricula.

## Clinical laboratory plans in final stage

The College of Education's clinical laboratory is in blueprint form and coordinator Janet Sullivan hopes the facility will be open next fall.

"We are finalizing the blueprints now, and then we have to wait our turn on the University's construction schedule," explained Dr. Sullivan.

State funds are financing the

\$86,000 project, which is a part of Bowling Green's total teacher education redesign program. The laboratory facilities are expected to provide both faculty and students with a centralized location for clinical activities and experiences.

The laboratory will be located at the north end of the second floor of the Education Building. A group of classrooms in that area will be renovated to produce the U-shaped facility.

Dr. Sullivan noted the laboratory will be used to "teach teachers how to teach," either on a class, small group or individual-study basis.

"By restructuring courses and learning activities, grouping patterns and role responsibilities, we can begin to actively demonstrate concepts to our students that we have previously only been able to talk about," she said.

Also provided within the laboratory will be a large independent study room. In this area students will have access to equipment such as video playback units and audio tape recorders for taping and analyzing their own teaching techniques, sound-slide projectors and sound-film strip projectors.

"Our collection of educational materials and equipment will grow as the laboratory comes into use," Dr. Sullivan added. "We've tried to build in sufficient flexibility so that we can adapt to the needs of both faculty and students as they become evident."

Dr. Sullivan has spent nearly six months planning the laboratory, and she interviewed more than 30 University faculty and staff members in an effort to identify clinical needs.

## Student teaching can have international flavor

The student teaching experience is traditionally one of the most important aspects of the College of Education program, and several University students have added even more depth to that experience by electing to teach in a foreign country.

Through cooperative programs established by the College, student teaching opportunities are available in Bogota, Columbia; Campinas, Brazil, and Montreal, Canada.

The 18 students who took advantage of those opportunities this year were placed in English-speaking schools where they completed the normal 10 to 11-week student teaching experience.

Each student also lived with a native family where ideas, customs and modes of living were experienced and shared.

The International Education Program was formed at Bowling Green in 1967, when the first students were sent to an American school in Sao Paulo, Brazil. As the program grew both in popularity and scope, a committee of faculty members was appointed to oversee the international activities of the College. Larry Wills, assistant to

the dean, and James Hodge, assistant to the director of program advisement, are responsible for recruiting students and preparing them for their experience in international education.

The Bogota student teaching program has been a part of Bowling Green's curriculum since 1974. The newest international student teaching site is in Montreal, and is operated in cooperation with McGill University. The program now is in its second year.

"We've found that most of our program applicants come to us because they have heard about the program from one of the former participants," Dr. Wills said. "However, we do some recruiting of students who we think have good potential for this kind of program, and we're available to talk to classes about it when the professor invites us."

"The number of students applying for the program depends to some extent on the economy—because they have to pay their own transportation," he said. "But we have always had more applicants than we could place."

He added that, although it is not

a requirement, approximately one-third of the applicants have a foreign language background.

"We look for students who have an open mind and are willing to experience new situations and eat different foods," Dr. Wills said. "The participants have to be flexible, willing to try new things, and shouldn't be afraid to travel on their own."

Dr. Wills noted that the College is continually looking for more sites for international student teaching opportunities.

The cooperative agreements for student teaching have led to other programs, such as professor and student exchanges.

Leslie Chamberlin, educational administration and supervision, recently spent six months in Brazil conducting workshops for both university faculty and school teachers.

Since 1971, a group of seniors and graduate students from the Catholic University in Sao Paulo and the University of Campinas attend classes during winter quarter to improve their understanding of American education and culture and the English language.



# Faculty

## Grants

**Ray B. Browne**, popular culture, \$3,160 from the National Endowment for the Humanities to underwrite the expenses of holding a national meeting of the Popular Culture Association in Washington, D.C.

Dr. Browne will chair that meeting.

**Robert K. Clark and Donald P.**

**Hinman**, speech communication, \$965 from the National Association of Broadcasters for "A Longitudinal Study of the Profile and Community Orientation of the Radio Station Manager and Newspaper Editor in Small Markets."

**William B. Jackson**, environmental studies, \$2,000 from the Toledo Edison Co. to continue measurement during 1979 of air

temperature, relative humidity and precipitation at the two Davis-Besse sites and one site at the Ottawa National Wildlife Refuge.

## Presentations

**Susan Gavron**, physical education and recreation, will chair several group discussions at the June 15-27 Doctoral/Post Doctoral Symposium on Adapted Physical Education and Related Areas to be held in Denton, Tex.

**Mearl R. Guthrie**, business education, was keynote speaker at the North Central Business Education Association Leadership Conference in Chicago.

Dr. Guthrie also spoke April 22 at the 50th anniversary celebration of the Defiance Business and Professional Women's Club.

**Chan Hahn**, management, presented a paper on "APICS Certification Program and Undergraduate Curriculum in Production/Operations Management" at the Midwest Business Administration Association Conference in Chicago.

He will present a paper on "Production/Operations Management Education in the 1980s" at the Midwest American Institute of Decision Sciences Conference in Chicago this month.

**John Huffman**, journalism, and **Denise Trauth**, speech communication, will present a paper on "The Pacifica Case: The Supreme Court's New Regulatory Rationale for Broadcasting" at the fall meeting of the Speech Communication Association to be held in Austin, Tex.

**Margaret Ishler**, educational curriculum and instruction, and **Patricia Mills**, assistant dean, College of Education, presented papers on clinical experiences at the April 5-6 meeting of the Ohio Association of Teacher Educators and the Ohio Association of Colleges for Teacher Education in Columbus.

At the same meeting, **Janet Sullivan**, library and educational media, and **Maurice Sevigny**, art, presented a paper on "Exploring the Potential Utilization of Protocol Materials."

**Robert L. Perry**, ethnic studies/sociology, presented a paper on "Differential Dispositions of Black and White Juveniles: A Critical Assessment of Methodology" at the annual meeting of the North Central Sociological Association April 26 in Akron.

**Deanna Radeloff**, home economics, conducted a workshop on "Strategies for Working With Parent Groups" at the April 4-8 meeting of the Midwest Association for the Education of Young Children in St. Louis.

**Alex Johnson**, special education, gave a presentation on "Improvement of Teachers' Attitudes Toward Integration of Young Handicapped Children Into the Preschool and Primary Classroom" at the same meeting.

**Audrey Rentz**, college student personnel, presented a paper on "Developing Strategies for Power and Leadership in Higher Education: Faculty and Administrators" at the April 6 meeting of the National Association for Women Deans,

Administrators and Counselors in Washington, D.C.

**Bruce Smith**, educational administration and supervision, spoke on "Principal, Superintendent, Board Relationships" at the April 25 Small School Conference in Columbus.

The conference was sponsored by the Ohio Association of Secondary School Administrators.

**Richard Wright and Gary Bailey**, Center for Archival Collections, participated in the annual meeting of the North American Society for Oceanic History in Newport News, Va., April 27-29.

Dr. Wright presented a paper on "Archival Preservation of Maritime Materials."

## Recognitions

**David Elsass**, dean of the College of Education, will represent state-assisted university deans of education on the Deans' Task Force on Special Education.

The task force assists the Ohio Dept. of Education. A current concern is implementation of a comprehensive system of personnel development as required by the Education of the Handicapped Act.

**T. Richard Fisher**, biological sciences, was elected president-elect of the Ohio Academy of Science at the April meeting of the Academy at Heidelberg College. He will assume the office in 1980.

At the same meeting, **Robert C. Romans**, biological sciences, became vice president of the plant sciences section of the Academy. He will plan the section program for the 1980 meeting to be held in Toledo.

Bowling Green will host the 1983 annual meeting of the Academy.

**Mearl R. Guthrie**, business education, has received a plaque in recognition of his service as president of the Associated Organizations for Teacher Education and for his two years on the board of directors of the American Association of Colleges for Teacher Education.

**Ronald Hunady**, management, has been appointed regional representative of the Organization Development Division of the American Society for Training and Development. He will represent 15 local chapters.

**Margaret Ishler**, educational curriculum and instruction, has been elected president of the Ohio Association of Teacher Educators.

The organization includes faculty from teacher training institutions, school administrators and teachers.

## Publications

**Thomas D. Anderson**, geography, "The Demographic Conundrum in South Asia," in the April, 1979 issue of "Current History."

**Maurice J. Sevigny**, art, "Review and Commentary: L. Lieder, 'Disclosures of Beauty and Ugliness by Selected Six-Year-Old Children,'" in the spring issue of "Review of Research in Visual Arts Education."

The article is a critical review of qualitative methodology for the analysis of child value systems.



JERRY WICKS, ARTHUR NEAL, H. THEODORE GROAT

## Sociologists to probe 'only child' stereotype

A team of University sociologists has been awarded a \$68,000 grant to study how being an only child affects success in adulthood.

H. Theodore Groat, Arthur G. Neal and Jerry W. Wicks, who are known nationally for their pioneer work in population studies, will conduct the research project, which is being funded by the National Institutes of Health through the U.S. Dept. of Health, Education and Welfare.

The project is thought to be the first major national study of achievement levels attained in adulthood by those who grew up without brothers or sisters.

The study will involve 10,000 adults under the age of 45 from throughout the country. Achievement levels of only children will be compared to the achievement levels attained by adults who grew up with siblings to discover what differences, if any, exist.

Dr. Groat noted that although many people have preconceived ideas about the only child, there has never been, to his knowledge, a scientific investigation of just what difference, if any, there is between being an only child and one in a family with two or more children.

It's commonly believed, for instance, that the only child suffers from the lack of interaction with siblings which presumably makes the child less mature, below average academically, lonely, over dependent and an underachiever.

The only child also has been stereotyped as selfish, self-centered, egotistic, deprived and aggressive.

"Yet," Dr. Groat said, "the

scientific basis of these beliefs is relatively sparse and not very convincing."

The sociologists will study patterns of educational and socio-economic achievement, marital histories, family formation, work experiences and similar life events, Dr. Neal indicated. These patterns will then be compared to similar studies of young adults who grew up with siblings.

The results of the study, the sociologists believe, will provide valuable information and insights into whether being an only child really makes a difference in respect to critical life events, such as the decision to go to college, career choices, the decision to marry and whether or not to have children.

"We're very excited about the project," Dr. Groat said, "because we are now in a time of fundamental change in demographic patterns."

"With rapidly changing lifestyles, including a marked trend toward smaller families, it's important to have a scientific basis for informed decision-making by couples contemplating parenthood," according to Dr. Groat, who added that it's also important to study possible consequences of these trends for the future lives of children.

Dr. Neal noted that many couples are choosing not to have children, rather than have one, because of the negative stereotypes attributed to the only child.

"We may find that, in fact, the only child has many advantages over the child who grew up with siblings," Dr. Neal pointed out.

The sociologists hope to have preliminary results of their study compiled by fall.



# Faculty Senate

Bill Reynolds, educational administration and supervision, has been elected vice chair and chair-elect of the Faculty Senate for 1979-80.

Marvin Kumler, psychology, was chosen Senate secretary for the coming academic year.

Dr. Reynolds will succeed current vice chair Thomas Kinney, English, who will become chair of the Senate in September. Dr. Kumler succeeds Evron Collins, library, as Senate secretary.

In Senate standing committee elections, Genevieve Stang, educational foundations and inquiry; Jeanette Danielson, Firelands, and Collins were elected to the Senate Executive Committee.

Elected to the Academic Policies Committee were William Kirby, mathematics and statistics; Stephen Vessey, biological sciences, and William York, educational administration and supervision.

Stuart Givens, history; Lucille Hagman, educational curriculum and instruction, and John White, health and physical education, were elected to the Amendments and Bylaws Committee.

Elected to the Committee on Committees were Thomas Bennett, educational foundations and inquiry; Dr. Hagman and Collins.

Angela Poulos, library; Daniel Tutolo, educational curriculum and instruction, and Dr. Roller were elected to the Faculty Personnel

and Conciliation Committee.

Elected to the Faculty Welfare Committee were Bruce Edwards, economics, and Bette Logsdon, physical education and recreation.

Ronald Cote, educational administration and supervision, was elected Bowling Green's representative to the Ohio Faculty Senate. Dr. Givens will represent the University on the Ohio Board of Regents.

Representing the Senate on Academic Council will be Daniel Kuna, special education; Karl Schurr, biological sciences, and Dr. Stang.

Dr. Logsdon was elected to the President's Panel.

In other action, the Senate approved a faculty sick-leave policy. The policy states that each faculty member will earn 15 days sick-leave credit during each nine-month academic year in which he serves on a full-time basis. Sick-leave will be pro-rated for partial or irregular service.

The policy also states, in accordance with a ruling from the state attorney general, that at the date of retirement into the State Teachers Retirement System, each faculty member with 10 years' service within Ohio will be eligible to receive partial payment for unused sick-leave. Payment will be for one-fourth of the days accrued and may not exceed 120 days. Payment per day will be calculated on the basis of 1/195 of the base pay in the year of retirement.

Department chairs and/or area directors will maintain sick-leave records for faculty members in their areas. The record will indicate those days that required a paid substitute when a faculty member was unable to meet an assigned responsibility because of personal illness, injury, pregnancy or disability or because of illness, injury, pregnancy, temporary disability or death of a member of the individual's immediate family.

The sick-leave record will be reported annually and the record of days accrued and days used will be kept in the business office.

The policy is retroactive for faculty who retired after June, 1978.

The Senate also passed a recommendation for salary increments which was forwarded to the president and provost. The senators asked that a seven percent pay increase be mandated across the board for cost-of-living and that any additional percentage allotted by the Board of Trustees for faculty salaries be distributed as merit increments by the various departments.

The Faculty Welfare Committee had recommended that Senate approve an 8.3 percent across-the-board increase for cost-of-living and that any merit increments come from a separate fund, distinct from the annual salary increments. The Senate defeated that proposal by a vote of 29 in favor to 30 opposed.

## When/Where

### Exhibits

**"The Landscape,"** an exhibition of paintings by six graduate students, 2-5 p.m. daily through June 17, McFall Center Gallery.

**Student Art Exhibition,** 8 a.m. to 5 p.m. weekdays and 2-5 p.m. Saturdays and Sundays, through May 30, Fine Arts Gallery, School of Art.

**Land Forms,** drawings and paintings by Catherine Sayers Hunter, 8 a.m. to 5 p.m. daily through May 31, Alumni Center Gallery.

### Music

**Brass Choirs,** 8 p.m. Wednesday, May 23, Recital Hall, College of Musical Arts.

**Cornucopia,** 7 p.m. Thursday, May 24, Recital Hall, College of Musical Arts.

**Percussion Ensembles,** 7 p.m. Tuesday, May 29, Recital Hall, College of Musical Arts.

**Symphonic Band Lawn Concert,** 7 p.m. Wednesday, May 30, Student Services Building.

**Opera Workshop,** 8 p.m. Friday and Saturday, June 1 and 2, Recital Hall, College of Musical Arts.

**Women's Chorus,** 3 p.m. Sunday, June 3, Recital Hall, College of Musical Arts.

**Rex, Tom and Friends,** musical performances by tenor Rex Elkum, College of Musical Arts; guitarist Tom Gwilt, University student; guitarist Bob Baratta, Findlay College, and lutist Paul Kemner, University student, 7:30 p.m. Tuesday, May 29, Commuter Center Lounge.

### Lectures

**Victor Marchetti,** former member of the CIA, 8 p.m. Wednesday, May 23, Grand Ballroom.

**"The Use of Overhead Projection in University Teaching,"** Keith Doellinger, library and educational media, 3:30 p.m. Thursday, May 24, 214 Hayes.

## Spring quarter enrollment 14,989 on main campus

Spring quarter enrollment statistics, finalized April 28, indicate 16,770 students are enrolled in University programs this quarter. Of those enrolled, 14,989 are on the main campus.

At the undergraduate level, there are 3,928 students in the freshman class, the largest of the four. The junior class, with 2,704 students, is the smallest.

On the main campus, 1,978

students are enrolled in the Graduate College; 4,081 in the College of Business Administration; 3,614 in the College of Arts and Sciences; 3,344 in the College of Education; 1,262 in the College of Health and Community Service and 369 in the College of Musical Arts.

Spring quarter enrollment at the Firelands Campus is 804.

## Papers sought for pop culture meeting

A combined meeting of the Midwest Popular Culture Association and the Midwest American Culture Association will be hosted by Bowling Green Oct. 11-13.

Proposals for papers, panel discussions, workshops, displays and audio-visual presentations are now being sought. Especially

encouraged are papers and discussions on popular culture in the Midwest.

Abstracts of proposed papers or ideas for panels and presentations should be submitted to Chris Geist, popular culture, or Alvar Carlson, geography.

Deadline for proposal consideration is July 15.

## Six plays scheduled at Huron Playhouse

Six theater productions, including two musicals, will be staged this summer at Huron Playhouse.

The Playhouse, which is operated as an educational summer theater program by the School of Speech Communications, is located at the McCormick School on Ohio Street in Huron.

The Playhouse's 31st season will open with "The Royal Family" on July 3-7. The play is a comedy which provides a behind-the-scenes look at the Barrymores, a great theatrical family.

"The Oldest Living Graduate" will be staged July 10-14. The show, which is from "The Texas Trilogy," is a humorous, yet moving study of the oldest living graduate of a military academy in

Texas.

The third theater offering will be "A Funny Thing Happened on the Way to the Forum." The musical is scheduled for presentation July 17-21.

"See How They Run," the hilarious misadventures of a vicar, his wife, an air force sergeant and a Russian spy, will be presented July 24-28, and "Rip Van Winkle," a play for the entire family, will be staged Aug. 3-4.

The final show of the season will be the musical "Godspell" on Aug. 7-11.

Curtain time for all performances is 8 p.m. Advance tickets are available now through the School of Speech Communications. Tickets may be purchased at the Huron Playhouse after June 20.

## News Review

### SGA honors provost

Michael Ferrari, provost, received the William T. Jerome Award at a reception May 9.

The award is the highest honor given to a University administrator by the Student Government Association. Established in 1974, it recognizes outstanding contributions by administrators to the welfare and betterment of students. The award is named for the former Bowling Green president who led the University from 1963-1970.

In making the presentation, out-going SGA president Michael Voll cited Dr. Ferrari for his efforts in keeping the quality of education high, while at the same time keeping student fees as low as possible.

### Leadership society honors Dr. Cooper

Samuel M. Cooper, professor emeritus of health, physical education and recreation, was named faculty member of the year by the University's circle of Omicron Delta Kappa, national leadership honor society.

Dr. Cooper was honored May 4, when three faculty members, an administrator and 18 students were inducted into the ODK organization.

Faculty members tapped for membership were Park Leathers, quantitative analysis and control; James Ruehl, health and physical education, and Thomas Stubbs, health and physical education.

The administrator tapped for membership was Cary Brewer, registrar.

### Forensic team places fourth in national event

The University forensics team earned 13 individual awards and a fourth-place team finish in the Ninth Annual National Championship in Individual Speaking Events held recently at the University of Wisconsin at Whitewater.

The team is coached by Raymond Yeager, speech communication.

Four of the 15 team members were finalists in the tournament, sponsored by the National Forensic Association. The finalists included William Mark Ferguson, Massillon, second in interpretation of prose; Stephanie Fraim, Orient, fifth in rhetorical criticism; Andrew Powell, Findlay, fifth in after-dinner speaking and Andrea Lester, Wooster, sixth in poetry interpretation.

More than 1,000 students from 129 colleges and universities participated in the four-day competition.

### Center receives grant for indexing project

The Philosophy Documentation Center has received a \$5,000 grant from the Exxon Education Foundation to complete a four-year project on indexing philosophy documents published within the last 40 years.

The foundation grant helped the Center meet a \$15,000 goal for matching funds from the National Endowment for the Humanities.